Tristan Hall
Year 12 student
MacGregor State High School

What I like about English is that I can be creative in the different contexts: I can not only use it outside of school but to my own creative purposes.

Anisha Asplett
Year 12 student
MacGregor State High School

In English, we learn how language is used and how we can apply it to different contexts. So maybe we are writing a eulogy. We can see what type of language features to use in a eulogy compared to an epistolary narrative where we are writing a narrative and we need to use imagery and all these different types of language features.

Rahima Habibullah
Year 12 student
MacGregor State High School

When it comes to English, it is more you can have your viewpoints and you can discuss that as a class because different people have different ideas about how a text is written. So I like that kind of aspect of everyone trying to share their opinions.

Sharon Hogan
School Support Officer (Teaching Quality)
Independent Schools Queensland

Feedback enhances, improves learning. And quality feedback actually has the catalytic, almost, property to move students’ learning forward.

Anisha Asplett

The part I find most difficult in English is using aesthetic features and making sure I am using them in the right context, and still applying the right content and enhancing the subject matter with those aesthetic features.

Rahima Habibullah

When I get written feedback on my assessment tasks, when I hand in the draft, I usually go through it so finely, and I really pick out what the teacher wants me to do because they know the mistakes I’m making, whereas I don’t really see them.

Anisha Asplett

I improve my use of aesthetic features by conferencing with my teacher. If there is something I am particularly confused about, maybe I haven’t used imagery enough; I can always go and ask my teacher.

Rahima Habibullah

So we deconstruct it and use the elements that they’ve used and try to incorporate it into our own writing. And as part of the learning, we all have discussion about what do we think the elements are, and we really tie that in when we do our own assessment.
Sharon Hogan
The relationship between students and teachers is pivotal to feedback. Students are reliant on teachers to be the translators of tasks. So what that means is that students rely on teachers to share with them what the success criteria actually are.

Anisha Asplett
It is definitely important that I understand why I am doing a piece of assessment.

Tristan Hall
When we first get the assessment, the best thing that helps me is when my teacher goes through the assignment and weeds out any uncertainties about the topic or the context and the criteria I may have.

Evan Ciccone
My English teacher uses the criteria sheet. She explains what all the points mean. She gives examples of what we need to use in our assessments to get an A, to get a B, to just do well on the assessment generally. She brings previous tasks that previous students have done and she gives us a good idea of what we need to do.

Anisha Asplett
When I do a task I make sure I know what the genre is, and who I am writing for, what the purpose is. So, it might be an epistolary narrative; I have to make sure that I understand that the genre is an epistle letter at the beginning, and make sure that I am following through with that narrative structure and making sure I know who the audience is throughout.

Rahima Habibullah
That teacher feedback is so valuable to me. Everything they have written in regards to the genre, or whether I am deviating from the actual context, whether my language features are not that — you know — strong. I really take that on board and I try to improve my work.

Sharon Hogan
So what we need is ongoing feedback, continual informal feedback that is happening as students are engaging in a task so that students have time to action the feedback, to calibrate the feedback cognitively, and to think about the process steps that they might go through. If you are giving summative feedback at the end, there is not a lot students that can immediately do with that feedback until they return to perhaps that assessment task again.

Rahima Habibullah
This year we are analysing The Great Gatsby, and last year, actually, we did another novel, called Deadly Unna, a classic, like, indigenous novel. So we were able to use skills that we had from Year 11 of analysing that text and deconstructing all its elements. We were able to bring that to this year, and focus on The Great Gatsby and deconstruct that as well, but we’re taking along the skills that we learnt from last year and applying it to the situation of Gatsby, and that is how we were able to deconstruct it.

Tristan Hall
I find the most useful form of feedback is when I get the assessment back once it is completed and I have got my mark, and I can compare it against the task sheet and I can see the comments that she has written there, and that helps me improve next time.
Rahima Habibullah  And so, the feedback we were receiving from final tasks in Grade 11 was also applicable to Grade 12. So, every time we start an assessment in Grade 12, we actually go back to our Year 11 work and we sift through the feedback we have been given, the positives and the negatives, and we focus on our work from last year and see how we can improve on that.

Sharon Hogan  Effective feedback actually provides feedback to teachers that can be used to help shape their teaching. I think this is something we often overlook, is that we need to be finding opportunities as educators to seek meaningful feedback from students so that we can check that they understand the material, check that they understand the task, and so that we then can adjust our teaching or modify what we are doing so all students in the class can engage.